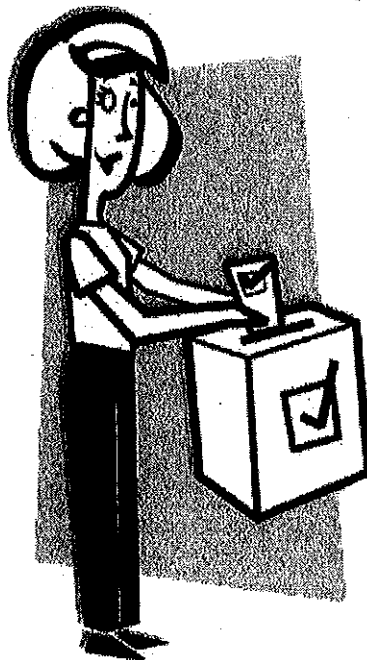


Social Studies 30-1

Assignment I: Source Interpretation

Guide



Hugh Sutherland School

1.0

Notes

Social Studies 30-1—Source Interpretation Assignment

Possible Approach

(4 Paragraphs)

<p>First Paragraph</p>	<ul style="list-style-type: none"> ↪ Introductory sentence that briefly states the topic which is indicated by the relationship between the three sources. ↪ Analysis of Source I → Transition from introductory sentence to explanation of source by using language such as: “(idea)...as seen in...(source).” ↪ Explain the perspective shown in Source I. ↪ Explore the aspect(s) of liberalism being represented. ↪ Explain the link between the source and liberalism. ↪ Support your response with evidence drawn from the source and your knowledge of social studies. ↪ Relate back to the topic/relationship among the sources.
<p>Second Paragraph</p>	<ul style="list-style-type: none"> ↪ Explain the perspective shown in Source II. ↪ Explore the aspect(s) of liberalism being represented. ↪ Explain the links between the source and liberalism. ↪ Support your response with evidence from the source and your understanding of social studies. ↪ Relate back to the topic/relationship among the sources.
<p>Third Source</p>	<ul style="list-style-type: none"> ↪ Explain the perspective shown in Source III. ↪ Explore the aspect(s) of liberalism being represented. ↪ Explain the links between the source and liberalism. ↪ Support your response with evidence from the source and your understanding of social studies. ↪ Relate back to the topic/relationship among the sources.
<p>Fourth Paragraph</p>	<ul style="list-style-type: none"> ↪ Analyze and explore the relationships between all three sources, drawing on your knowledge of the three sources and social studies content. ↪ Support this response with evidence drawn from the sources. ↪ A concluding sentence that restates the topic/relationship of the sources.

Social Studies 30-1

Source Interpretation—Analysis and Planning Template

Interpretation of Sources			
Question	Source I	Source II	Source III
<i>What ideology is the source referencing relative to liberalism? How do you know?</i>			
<i>What is the perspective (opinion) of the creator of the source? Does he/she support the ideology or oppose it? How do you know? What is in the source to lead you to this conclusion?</i>			
<i>What examples (course content) can you draw upon to show how the perspectives of the sources are correct/incorrect?</i>			
<i>What other perspective, related to the content of the source, is ignored by the source creator?</i>			
Relationship			
<p>The three sources are linked by a central issue/theme. You must:</p> <ol style="list-style-type: none"> 1) <i>Identify the issues surrounding liberalism and the ideology.</i> 2) <i>Illustrate how each of the three sources attempts to answer the dilemma created by the issue.</i> 3) <i>Discuss how the three sources relate/contrast to each other (perspectives). Use brief examples, where relevant, to illustrate linkages.</i> 			

Notes

Social Studies 30-1—Source Interpretation Assignment

Best Practices and Tips!

Interpretation of Sources

- ✎ Do not simply paraphrase a text source.
- ✎ Do not describe what a picture or cartoon is literally depicting.
- ✎ Do not try to tie to liberalism, in general—look for detailed and specific ways in which the source relates to an aspect of liberalism.

Relationships

- ✎ Look for themes and issues, from the course, explored in all three sources.
- ✎ Compare and contrast all three sources.
- ✎ To show the relationship among sources, try:
 - “The theme of the sources...”
 - “An overarching theme among the sources is...”
 - “These sources are linked by...”
 - “An issue raised by all three sources is to what extent...”
 - “The sources are linked by the idea that liberalism is...”
 - A concept that ties all three sources together.

Opening Statements

- ✎ Try a variety of introductory sentences:
 - “The sources challenge the idea of...”
 - “A critical issue expressed by all three sources is...”
 - “We can infer that...”

General

- ✎ Be specific with social studies content—be succinct with the details you do provide—the source interpretation assignment does not require you to provide examples that do not relate to the sources.
- ✎ Be specific with social studies vocabulary

Social Studies Written Assignments

Checklist

Please attend to the following guidelines before submitting your written work:

- ✓ Your Name
- ✓ Date
- ✓ Header/Footer (on typed work) that includes Pages X of Y
- ✓ Marking guide/rubric attached, correctly, to the front of the assignment

- ✓ Spelling Errors
- ✓ Grammatical Errors
- ✓ Typographical Errors

- ✓ Make sure that you have a position/controlling idea. In Position Papers, be sure to underline your **position**!

- ✓ Do not use first person in formal writing (I think/I believe/I am going to tell you)
- ✓ Remove words such as: like, thing, stuff, and other informal slang phrases and words.

- ✓ Sentence variety
- ✓ Sentence openers—do you have prepositional, clausal, “ly” and “ing/ed” openers?
- ✓ Social Studies Vocabulary

Analyzing Political and Editorial Cartoons

Use the following steps to decode an editorial cartoon:

1) Identify and describe the persuasive techniques used in the cartoon:

Symbolism	Cartoonists use simple objects, or symbols, to stand for larger concepts or ideas. What does each symbol stand for in the cartoon?
Exaggeration	Sometimes cartoonists overdo, or exaggerate, the physical characteristics of people or things in order to make a point. Look for any characteristics that seem overdone or overblown. (Facial characteristics and clothing are some of the most commonly exaggerated characteristics.) Then, try to decide what point the cartoonist was trying to make by exaggerating them.
Labeling	Cartoonists often label objects or people to make it clear exactly what they stand for. The labels can also be found in signs. The cartoonist can give additional information in signs—some of this information can allude to the meaning of the cartoon. Ask yourself why the cartoonist chose to label that particular person or object. Does the label make the meaning of the object clear?
Analogy	An analogy is a comparison between two unlike things. By comparing a complex issue or situation with a more familiar one, cartoonists can help their readers see it in a different light. After you've studied a cartoon for a while, try to decide what the cartoon's main analogy is. What two situations does the cartoon compare? Once you understand the main analogy, decide if this comparison makes the cartoonist's point more clearly to you.
Irony	Irony is the difference between the ways things are and the way things should be, or the way things are expected to be. Cartoonists often use irony to express their opinion on an issue. When you look at a cartoon, see if you can find any irony in the situation the cartoon depicts. If you can, think about what point the irony might be intended to emphasize. Does the irony help the cartoonist express his or her opinion more effectively?

- 2) Consider your background knowledge. What do you already know about the context of the cartoon—the time, place, situation etc.? (List key facts)
- 3) What issue(s) is this political cartoon about?
- 4) What do you think the cartoonist's opinion is on this issue?
- 5) What current event was this cartoon made in response to?
- 6) Identify possible biases. Whose perspective or point of view is expressed in the cartoon? Is there an economic, gender, national, political, racial, religious or occupational bias?
- 7) Check below the surface. Is there a deeper meaning? The opinion of the character(s) in the cartoon could be different from the message the cartoonist is trying to get across.
- 8) Explain the central message of the cartoon. A good interpretation is specific and detailed

Common Symbols in Political Cartoons

Acorn	growth, youth
Bald Eagle	American government, USA
Bear	Strength, Russia
Beaver	Canada, industry
Buzzard	preying on others, death
Capitol Building Dome	Congress
Chains	strength
Cliff	danger
Dawn	bondage/slavery
Donkey	Democratic Party (USA)
Dove	peace
Eagle	American Government, the Constitution
Elephant	Republican Party (USA)
Flags, of nations	Nations government or people
Fog	beginning/hope
Hammer and Sickle	USSR/Soviet Union
Hare	someone who moves quickly, a loser
Hawk	warfare
Island	confusion/obscurity
Ivy	lost paradise/isolation
Key	immortality or dependence
Laurel Wreath	victory
Liberty Bell	freedom
Lightning	liberation/knowledge/mystery/initiation
Oak	sudden illumination/destruction of ignorance
Ocean	strength
Olive branch	peace, forgiveness
Pen	the unfathomable/formlessness/ chaos/or stability
Phoenix	something new and powerful arising from destruction
Rainbow	hope
Raven	learning/knowledge/creation of destinies
River	bad news/death
Rotund People	Power and excess wealth
Scales, a balance	Justice and fairness; court or supreme court
Skull/Bones	death
Sphinx	a great king with absolute power
Statue of Liberty	Freedom and democracy
Torch	Freedom and democracy

Tortoise	someone who moves slowly, a winner
Uncle Sam	U.S. Government, American people
Vulture	preying on others, death
White House	The President

***Social Studies 30-1
Source Interpretation***

***Unit One
Classical Liberalism and Responses to Classical Liberalism***

Examine each source.

Write a response in paragraph form in which you must:

- **interpret** each source to **demonstrate** your understanding of how each source links to liberalism

AND

- **explain** one or more of the relationships that exist among all **three** sources

Reminders for Writing

- **Organize** your response
- **Proofread** your response

Suggested time: 60 minutes

Value: 20 marks

Assignment I

Suggested time: 60 minutes
Value: 20 marks

Source I



Source II

In America everybody is of the opinion that he has no social superiors, since all men are equal, but he does not admit that he has no social inferiors, for, from the time of Jefferson onward, the doctrine that all men are equal applies only upwards, not downwards.

- Bertrand Russell, *British philosopher, and social critic*

Source III

The decadent international but individualistic capitalism in the hands of which we found ourselves after the war is not a success. It is not intelligent. It is not beautiful. It is not just. It is not virtuous. And it doesn't deliver the goods.

- John Maynard Keynes

Social Studies 30-1
Assignment I—Source Interpretation

Unit One→ Number One

Interpretation of Sources

Source I	NR	Z	P	L	S	PF	E	/4
Source II	NR	Z	P	L	S	PF	E	/4
Source III	NR	Z	P	L	S	PF	E	/4

Identification of Relationships

NR	Z	P	L	S	PF	E	/6
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Communication

NR	Z	P	L	S	PF	E	/2
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/20

Student
Exemplar

Source Interpretation:

There have been various responses to liberalism that have evolved in the last few centuries. Some of the most debated ideas are how much government assistance is necessary and how the economy should be regulated. Many people believe in government regulation and social assistance. On the other hand many take the perspective that a capitalist society is the most beneficial way to regulate the economy and that an individual approach to society is most desirable. However, as seen in Source 1, this point of view may be ironically challenged by an individual's reliance on the government. In the cartoon the man with the revolutionary style hat clearly opposes government regulation and control. This is indicated by his shirt, and the lady's sarcasm while discussing his irrational fear of the government mailman. There is strong irony in this cartoon because the man on the left is claiming to rely on individualism and yet he accepts a social security check. The cartoonist is trying to illustrate that even though most people would claim to be individualist; they often rely on the collective and take it for granted. The cartoonist uses many methods to illustrate his point, such as using a commonly known American Revolution story and combining it with the simplicity of receiving a check in the mail. One of the main perspectives seen in the source is that those who claim to denounce socialist ideals, are often those who rely heavily on the welfare state. In a modern society, where liberalism often mixes with ideologies such as socialism, it is difficult to discern how we should incorporate government and individual sovereignty. Perhaps the cartoonist would believe in the ideas of capitalist self-reliance. However, he does not appear to reject welfare programs, but rather the recipients who ironically oppose the government that aids them.

In the second source, we see that the author does not believe in the existence of complete equality within a capitalist and individualist society. Bertrand Russell takes the position that society claims everyone is equal even while they ignore the "social inferiors." This indicates that American society places emphasis on individual pursuit and disregards the people who do not succeed personally or financially. This source indicates that the idea of equality only allows individuals to feel better by thinking that no one is better than they are. However, the source also states that individuals choose to ignore the poor and distraught members of society. Russell appears to be of the perspective that liberal economic freedom in the context of a capitalist society will lead to a great inequality of wealth. In a free market society every individual must use their self-interest to advance and gain riches. However, Source II argues that this allows select individuals to gain wealth and other individuals to fall below societal standards. Overall, this source demonstrates the belief that complete equality is not possible without causing people to acknowledge and assist those who are less fortunate. This could be possible through government intervention, even though the source does not indicate such measures. The source states that our individually based society must acknowledge the situations of the less fortunate in society and take some responsibility for the common good.

In the final source, the author is clearly in opposition to the ideas of capitalist policies. John Maynard Keynes discusses the failures of the capitalist system and the unreasonable focus it places on individual wealth. Source III elaborates on the idea that a capitalist economy will fail to work because only certain individuals will see the wealth and they will hoard it. This division of wealth is the societal injustice that the author is discussing. Keynes believes that there needs to be some form of control in order for the economy to be regulated. This is illustrated by the

phrase, "individualist capitalism in the hands of which we found ourselves after the war is not a success." Clearly the author feels that liberal self-interest and economic freedom will not be able to regulate the economy. Keynes would likely support a more centralized government economy and better redistribution of wealth. This source explores the belief that capitalism leads to extreme poverty, excess wealth and economic failure. Overall, the author of this source would promote the collective ideas of the economy.

When taken together, the three sources appear to believe in the necessity of government regulation on the economy. Source 1 is the most different source because it does not deny the relevance of social programs but rather, questions the ideological beliefs and gratitude of the recipients. The second and third sources are very similar in the belief that equality should be an important goal of society. The third source is the most explicit in their opposition of capitalism. However, all of the sources seem to illustrate some level of government regulation and the last two sources would likely go as far as to promote welfare states. The sources help discuss the issues of whether we should embrace a capitalist or collective economy and to what degree the government should have an economic responsibility to their citizens.